Social Sciences and Humanities Research Council of Canada
Conseil de recherches en sciences humaines du Canada

Education Research in Canada: Aims, Problems and Possibilities

A State of the Art Review in Education submitted to the Social Sciences and Humanities Council of Canada by The Canadian Association of Deans of Education

John J. Stapleton, Chairman

Canada

EDUCATION RESEARCH IN CANADA: AIMS, PROBLEMS AND POSSIBILITIES

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the Social Sciences and Humanities Research Council of Canada
by the Canadian Association of Deans of Education

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DEAN OF EDUCATION

December 16, 1981

Mr. Andre Fortier
President
Social Sciences and Humanities
Research Council of Canada
P.O. Box 1610
OTTAWA, Ontario
K1P 6G4

Dear Mr. Fortier:

I have the honour of presenting to you, on behalf of the study committee established by the Canadian Association of Deans of Education, our state of the art review entitled Education Research in Canada: Aims, Problems, and Possibilities.

Our Association would like to express its appreciation to Council for its sponsorship of this project and its willingness to work with you in improving the quality of educational research that is conducted in Canada and in developing further the research capacity of our institutions.

Yours truly,

John J Stapleton

John J. Stapleton, Ph. D.
Dean
Faculty of Education
Lakehead University

JJS/nh
Enc.

Social Sciences and Humanities Research Council of Canada
Office of the President

Conseil de recherches en sciences humaines du Canada
Bureau du président

March 18, 1981
File: 494-81-2304

Dr. John J. Stapleton,
Dean of Education,
Lakehead University,
Thunder Bay, Ontario
P7B 5E1

Dear Dr. Stapleton:

I am pleased to inform you that the Canadian Association of Deans of Education has been awarded a grant of $15,000 for a State of the Art Review in Education, -"Education Research in Canada: Aims, Problems, and Possibilities"-.

In your review the Council would like you to focus on certain aspects of research in Education which are of particular concern to it. These are:

a) The impact of contracts on research funding;

b) the place of non-university researchers; and,

c) the areas of Federal/Provincial overlap and mutual concern.

Throughout the review your Association should keep in close contact with Dr. Miles Wisenthal, who has been hired by the Council to coordinate the activities of groups who have received grants to carry it out.

Enclosed is a notice of the grant, together with a cheque and an acknowledgement of award form. Please sign the latter and return it to the SSHRCC as soon as possible.

Yours sincerely,

André Fortier,
President

Encls.

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The Canadian Association of Deans of Education wishes to thank the Social Sciences and Humanities Research Council of Canada for its sponsorship of this project. In particular, we thank André Fortier, John Nicholson, Iain McKellar, and Miles Wisenthal for their support and encouragement.

We also want to express our appreciation to the Deans of the faculties of education and their staffs for their participation in the data collection phase of this report.

This study profited from discussions that were held between members of our group and John Andrews and Todd Rogers from the C.S.S.E. Committee and Ted Sheffield from the C.S.S.H.E. We acknowledge their contribution.

Many people at Lakehead University made a valuable contribution to this study. These included Mrs. N. Humar, Mrs. P. Hobbs, and Mrs. E. Bailey, but a special note of thanks is sent to Mrs. Lynn Hamilton whose help in preparing this report was invaluable.

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CHAPTER ONE

INTRODUCTION

The Social Sciences and Humanities Research Council (SSHRC), created by an Act of the Canadian Parliament in 1977, began operations on 1 April 1978 when it assumed responsibility for the programs that had been administered formerly by the Humanities and Social Sciences Division of the Canada Council. The purpose of SSHRC is to promote and assist excellence in Canadian research and scholarship, and to that end, it

(a) supports such independent research as in the judgement of scholars will best advance knowledge,

(b) assists in and advises on maintaining and developing the national capacity for research,

(c) encourages research on themes considered by the Council to be of national importance, and

(d) facilitates the communication and exchange of research results.

To accomplish these objectives which were reaffirmed in the 1980-85 five-year plan that was released in June of 1979, the Council operates programs which support the training of researchers, which fund research projects, and which aid in the dissemination of research findings. To support the education of researchers, the Council provides M.A. scholarships and Doctoral Fellowships, Post-Doctoral Fellowships, Leave Fellowships for university scholars, Reorientation Fellowships for scholars who wish to either apply their competence to fields deemed to be of national importance or to qualify themselves for these fields, and the Jules and Gabrielle Leger Fellowship which allows a researcher to deepen his/her knowledge of the role of the Crown and Governor General in a parliamentary democracy.

Programs which support research projects include General Research Grants which are block grants awarded to Canadian universities and other research institutes to cover the costs of small research projects and of conference travel; Research Grants given to support independent research projects of relatively short duration and moderate cost; Negotiated Grants given to teams of researchers often in multiple institutions and for longer periods of time; and Strategic Grants given to independent researchers to conduct projects on themes identified by Council as being in the national interest.

To promote the dissemination of research findings, the Council supports international collaboration and exchange, the learned societies, specialized journals, conferences, and various types of publications.

An indication of the magnitude of these programs can be seen in the following table which shows the funds allocated by Council to these different programs in each of the last two fiscal years.

TABLE 1.1

TABLE SHOWING THE 1979-80 AND 1980-81 ALLOCATIONS OF SSHRC AWARDS BY PROGRAM[1]

PROGRAM	1979-80	1980-81
Fellowships	$13,613,047	$14,309,209
Negotiated grants	6,208,101	8,313,074
Research grants	7,069,144	8,044,763
Research communication grants	3,605,206	4,454,558
Strategic grants	1,359,954	1,876,453
International exchanges	370,733	614,853
Special grants	77,633	120,018
Jules and Gabrielle Leger Fellowships	25,000	24,000
Totals	$32,328,818	$37,756,928

Source: 1980-81 Annual Report of SSHRC, Schedule I, p. 184.

In carrying out its functions, Council devotes considerable attention to planning and review exercises. Perhaps its most distinctive initiative in this regard was the publication of its 1980-85 plan. In this plan, Council announced that its four priorities in order of importance were:

(a) to maintain and expand the core activity of support for independent research,

(b) to expand substantially the support for research on themes of national importance,

(b) to make a major effort to improve the communication of research efforts to researchers, to decision makers, and to the interested public, and

(d) to act to improve the quality and extent of basic research facilities and instruments.[2]

In an environment characterized by fiscal restraint, SSHRC anticipated that it would have difficulty meeting all of the objectives it set for itself under these four priorities. That anticipation has proven to be correct, and the result seems to be that increased emphasis will be given to Council's support for themes which are perceived to be in the national interest. On 20 October 1981, Council announced that its reaction to its budget difficulties, apparently caused by less favourable treatment accorded to SSHRC from that received by the Natural Sciences and Engineering Research Council (NSERC) and by the Medical Research Council (MRC), is

> . . . to propose a shift of emphasis toward what it calls Strategic research on areas of national importance - such as population aging and the human context of science and technology - and toward support for research resources such as university libraries.[3]

The Strategic Grants Program was begun in 1979-80 although origins of the concept can be traced to the early 1960s. In the last two years, Council has identified a number of areas of national importance and accordingly has

funded projects in "Population Aging", "Human Context of Science and Technology," "Family and the Socialization of Children", and "Canadian Studies". Furthermore, Council has developed programs to assist university libraries, and it has made annual grants to support the Dictionary of Canadian Biography project. However, most important from the point of view of this study was its decision to appoint a series of consultative groups to comment on the selected themes and to identify new possibilities. In particular, Council wanted to examine its role with respect to the professional disciplines of management, law, social work, and education. This study arises then from Council's concern for its level of support for programs that aid educational research.

Council's concern about the participation of scholars from the field of education in its programs is well-founded. An examination of the number of applications for Council awards by such scholars, of their success rates particularly in the Leave Fellowships and Research Grants Programs, and of the share of the total funds of these latter two programs that is awarded to Education convincingly demonstrates that the participation rates of scholars from the faculties of education in Canadian universities are quite low.

Several illustrations from the Annual Reports of Council make the point more explicitly.

In 1978-79 according to Statistics Canada there were in Canadian Faculties of Education 3196 scholars or approximately 17 per cent of the 18,404 faculty members in all social sciences and humanities faculties.[4] Council received 848 and 834 applications for Leave Fellowships and Research Grants respectively in 1979-80. If 17 per cent of these had come from faculties of education, there would have been 144 and 139 applications in Education, Educational Administration and Educational Psychology (Council's categories), far higher totals than the 73 and 34 that actually were submitted. Clearly, scholars in education apply less frequently than do their colleagues from all other disciplines.

Even when they do apply, educational scholars are not as successful as their counterparts. For example in 1979-80, 38 per cent (28 of 73) of the educationists' applications for Leave Fellowships were granted as compared to 48 per cent (408 of 848) for all other disciplines. This level of success fell in 1980-81 when only 30 per cent (22 of 73) were successful in contrast to the 46 per cent (409 of 898) for all other programs. The situation is worse in the Research Grants program as in 1979-80, 38 per cent (13 of 34) of the research proposals submitted by education scholars were successful as compared to 72 per cent (603 of 834) for all other disciplines.

A report prepared by Miles Wisenthal for Council shows that Education has not fared particularly well in the Research Grants program. Since 1975, 230 applications were submitted in the eleven sub-categories used by Council—Adult Education, Early Childhood, Counselling, Curriculum, Administration, Foundations, Psychology, Pedagogy, Tests and Measurements, Special Education and Teacher Training. Of these 230, 23 per cent were withdrawn, 45 per cent were rejected, and only 32 per cent were funded.[5]

Since not many educational scholars apply for either Leave Fellowships or Research Grants, and since the success rate of those who do apply is lower than for scholars from all other disciplines, it is hardly surprising that the cumulative value of the financial support that goes to Education is comparatively small.

TABLE 1.2

TABLE SHOWING THE PERCENTAGES OF SSHRC FUNDS IN THE LEAVE FELLOWSHIPS AND RESEARCH GRANTS PROGRAMS THAT WERE AWARDED TO EDUCATION IN 1979-80

Program	Total Allocation	Allocation to Education	Education as a Percentage of Total
Leave Fellowships	$ 3,629,00	$200,000	5.5
Research Grants	$ 7,116,685	$138,683	1.9
Total	$10,745,685	$338,683	3.2

Source: 1979-80 Annual Report and 1980-81 Annual Report of SSHRC.

The situation is somewhat brighter for educational researchers-to-be. In 1980-81, 37 per cent (108 of 289) of the educational applicants were sucessful as compared to 42 per cent (1177 of 2816) for all applicants.

Given these illustrations, one does not wonder at Council's concern over the low participation rates of Education in its programs. The members of the Canadian Association of Deans of Education (CADE) share this concern because, like Council, we want to see an increase in the amount of high quality educational research that is conducted in this country, and we want to increase the collective capacity of our faculties to conduct such research. However, as the educational and administrative leaders of the faculties of education, Deans realize that the generation of high quality research is only one of the many activities of faculties. Faculty members also teach in programs which lead to initial and continuing teacher certification and to graduate degrees. From their positions, the Deans have a unique vantage point from which to observe the multiple demands placed on their faculty members, the range of research and scholarly activities engaged in by those members, and the sources from which

they receive their support. They are in a position therefore to not only make realistic assessments of the current research capacities of their Faculties but also to offer positive suggestions as to how those capacities can be increased. The Deans are delighted to participate with the Canadian Society for the Study of Education (CSSE), the Canadian Society for the Study of Higher Education (CSSHE), and with SSHRC in a project which, while preserving the concept of excellence on which Council is based, has the potential of enlarging the role that Council takes in funding important educational research projects and in adding to the existing research capacity of Canadian faculties of education.

The Questions Addressed By This Report

This study addresses the following questions.

1. What are the perceptions of the Deans of Faculties of Education in Canadian universities about the objectives of educational research in Canada?

2. From the perspective of the Deans,
   (a) what are the problems in managing educational research in Canada, and
   (b) what are the problems in developing the research capacity in the Faculties?

3. What do Deans of Education think Council should do to help Faculties of Education improve their research capacity and productivity, particularly in their participation in SSHRC programs?

In addition to these three questions, Council also asked the Deans' group to comment on the following questions.

4. (a) What is the impact of contracts on research funding?
   (b) What is the place of non-University researchers in educational research?
   (c) What are the areas of Federal/Provincial overlap and mutual concern?

Methodology

The decision to accept the Council's invitation to participate in this project was made at a CADE-sponsored two-day conference held in Thunder Bay, Ontario on March 4-6, 1981 to discuss educational research in Canadian Faculties of Education. The keynote speaker at this conference was André Fortier, President of the Council. Other speakers included John Nicholson, Executive Director of SSHRC; Iain McKellar, Director of Planning and Evaluation at SSHRC; and Paul Park, Dean of the Faculty of Education at the University of Western Ontario and a member of the Council. The Deans' group selected an Educational Research Management Study Group consisting of John Stapleton from Lakehead (Chairman), Donald MacIver from U.N.B., Thomas Williams from Queen's, Michel Allard from U.Q.A.M., and Eric MacPherson from Manitoba. The proposal for this study was written at the conference, immediately forwarded to Council, and funded by Council at its March meeting.

The Study Committee met in Ottawa on 7 April 1981 to elaborate its research procedures. A pilot study consisting of interviews of two or three Deans from each of Atlantic Canada, Quebec, Ontario, and Western Canada was conducted during April and May. In these interviews were discussed such questions as: (1) What categories of educational research are currently conducted in your Faculty? (2) How much of each category is going on? (3) How much of the effort is funded by SSHRC? (4) What criteria seem to be applied to SSHRC Research Grant applications? (5) Why don't more of your faculty members apply for SSHRC Research Grants or Leave Fellowships? A copy of the questionnaire is attached as Appendix A.

The Committee met in Halifax on 2 June 1981 during the CSSE Annual Conference where it conducted a CADE-sponsored seminar at which it presented a progress report and received suggestions from approximately twenty participants who were either university administrators or experienced researchers. At the same time, the results from the pilot interviews were discussed and the data collection activities for the remaining segments of the study were finalized. These activities were to consist of a questionnaire to be sent to the Deans or equivalent office-holders in thirty-eight Canadian institutions which offer programs in Education and a series of interviews with a representative sample of Deans.

The questionnaire, a copy of which is attached as Appendix B of this report, was designed to provide the study group with a firm grasp of the level and range of funded research activities engaged in by Faculty of Education scholars in the 1980-81 academic year, of the percentage of these activities that were funded by SSHRC, and of the usual sources from whom educational scholars rely upon for research support.

For the interview part of the study, a sample of twenty-four institutions was selected to represent the following criteria: (a) the different regions of the country, (b) the differing sizes of faculties, (c) the differing types of programs offered, (d) the varying urban or rural locations of faculties, (e) heavier or lesser degrees of emphasis on research, and (f) the status of the faculty as a minority language institution of a particular province. The questions pursued in the interviews with the leaders of these faculties were

(a) What ought to be the objectives of educational research in Canada and in your faculty?

(b) What are the level and types of funded and non-funded research taking place in your faculty?

(c) What percentage of your faculty has the capacity to engage in the types of research common in your faculty?

(d) What barriers prevent more faculty from engaging in research?

(e) Why don't more of your faculty members apply to participate in SSHRC programs?

(f) What strategies will increase the research capacity of the Faculties?

In addition, the Study Committee wanted to confirm some of the impressions that had been generated by the pilot studies concerning commonly held perceptions about the criteria that SSHRC applies to research applications and about the reasons why more faculty members don't apply. A copy of the interview schedule is attached as Appendix D.

In all, members of the Study Group conducted approximately thirty interviews with representatives of the different faculties across the country. In addition, thirty of the questionnaires were returned, a response rate of 78.4 per cent. The mail strike which lasted from June 30 to September 11 may have reduced the response rate.

Limitations of the Study

Since much of the study relied upon the interview as a means of collecting data, the strengths and weaknesses associated with interviewing apply to this study.

The Deans were asked to complete the questionnaire concerning all the research grants that had been earned by their faculties during 1980-81. The conclusions that are presented in Chapter Two concerning the amount and sources of the funded educational research that was carried on in that year depend on the accuracy of the data supplied by the Deans.

Notes on Chapter One

[1]Social Sciences and Humanities Research Council of Canada, 1980-81 Annual Report (Ottawa: Minister of Supply Services, 1981). See Schedule I, p. 184.

[2]Social Sciences and Humanities Research Council of Canada, A Proposed Five-Year Plan for the Social Sciences and Humanities Research Council of Canada, June 1979. See pp. 23-37.

[3]"Social Sciences and Humanities Research Council to Discuss Policy Implications of Tight Funding for University Research with Five Maritime Universities," A Communique from SSHRC, 20 October 1981.

[4]Statistics Canada, Cat. No. 81-241, As Cited In Miles Wisenthal, "Education Research Grants," 11 September 1981.

[5]Wisenthal, p.3.

CHAPTER TWO

DATA PRESENTATION

The purpose of this chapter is to present the data from our survey and interviews concerning

(a) selected demographic characteristics of the faculties of education in Canadian universities;

(b) the total number and value of funded educational research projects that were conducted in faculties of education during the 1980-81 academic year as well as the share of these projects that was supported by SSHRC;

(c) perceptions of the Deans about the barriers to research productivity and capacity that are internal to the faculties;

(d) perceptions of the Deans about the barriers that SSHRC's Research Grants Program offers to members of Canadian faculties of education; and

(e) perceptions of the Deans about the reasons for the lack of participation by education professors in SSHRC programs other than the Research Grants Program.

Selected Demographic Characteristics of Faculties of Education

The thirty institutions that responded to the questionnaire had 1617 faculty members on staff in 1980-81, 1107 (68.5 per cent) of whom had a doctorate degree. The number of tenured faculty members in these institutions was 1060 (65.6 per cent), and 770 (47.6 per cent) were 45 years of age or older. The following table shows the distribution by rank of these members

TABLE 2.1

TABLE SHOWING NUMBERS AND PERCENTAGES OF FACULTY MEMBERS IN FACULTIES OF EDUCATION IN CANADIAN UNIVERSITIES BY RANK

Rank	Number	Percentage
Professor	383	25.8
Associate Professor	676	45.5
Assistant Professor	327	22.0
Lecturer	39	2.7
Other	60	4.0
Total	1485	100.0

Note: Four of the faculties of education did not respond to the question concerning the ranks of faculty members, and hence the total of 1485 instead of 1617 as mentioned earlier in the text.

All but four of the faculties surveyed have undergraduate programs, all but three have master's degree programs, and nine have doctoral degree programs. Total enrolments range from 34 students in the smallest faculty to approximately 3000 in the largest.

Funded Educational Research Projects Conducted In Canadian Faculties of Education During 1980-81

The questionnaire asked the Deans to list all the research grants awarded to their faculties during 1980-81, the dollar value of these grants, and the sponsoring agencies. In considering the figures and graphs presented below, the reader should bear in mind some of the limitations attached to these data.

1. All data were supplied by the Deans, and consequently may contain estimates rather than actual expenditures. Then too, distinctions

between research funding and development funding may not have been made by the Deans. Some of the larger development projects may well have contained research components, but these were not specifically identified by the respondents.

2. It is assumed that some of the 108 projects that were reported as having been funded by internal grants from the universities in fact were supported from the block grant given by SSHRC.
3. The figures contain discrepancies from the data presented in Chapter One which were culled from the Annual Reports of SSHRC. That is, the number of reported projects that received support from SSHRC is greater than that presented in Chapter One. At least two factors may have accounted for these discrepancies. First, the 1980-81 academic year extended from 1 July 1980 to 30 June 1981 and this would have cut across two fiscal years of Council. Second, the data supplied by the Deans may have contained an error factor in that some of the respondents may have reported a project for 1980-81 that actually had been funded the year earlier.

The members of the Canadian faculties of education were awarded grants from a variety of sources. These included

(a) SSHRC,

(b) Other Federal agencies

(c) Provincial Ministries or Departments of Education,

(d) Other Provincial agencies,

(e) Local school boards,

(f) Internal grants - those awarded to faculty members from the research funds of their respective universities,

(g) Private industry, and

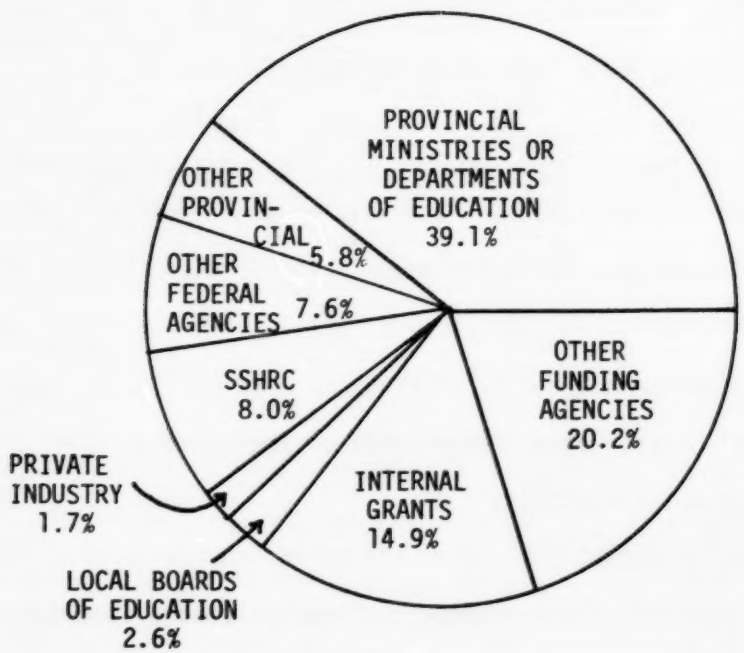
(h) Other funding agencies, including teacher federations, private foundations, and other non-governmental groups.

An examination of the data revealed that 723 research projects totalling $12,516,262 were funded in 1980-81 in Canadian faculties of education. The Deans reported that 58 (8.0 per cent) of these projects were supported by SSHRC and that these projects amounted to $688,451 or 5.5 per cent of the total value.

The following graph shows the percentages of the 723 research projects that were supported by each of the funding sources.

FIGURE 2.1

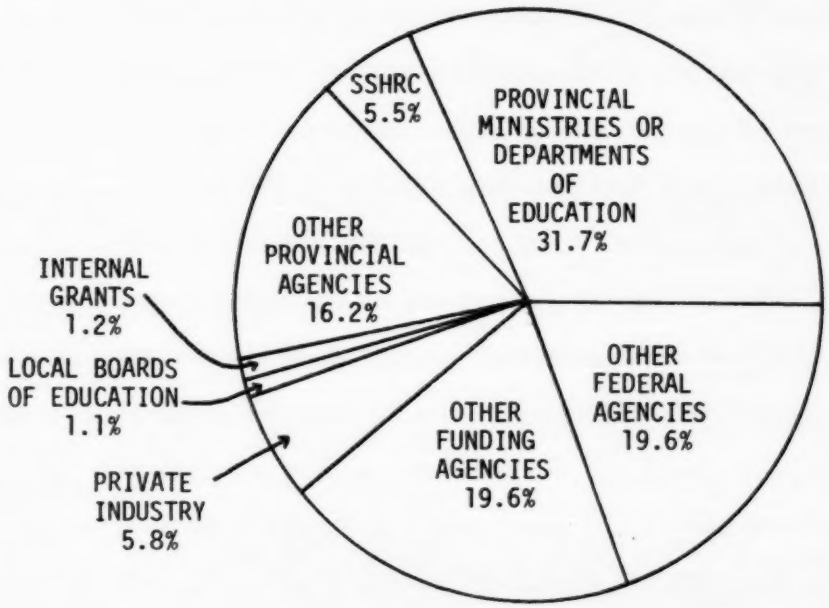
GRAPH SHOWING PERCENTAGES OF THE 723 RESEARCH GRANTS AWARDED TO 30 CANADIAN FACULTIES OF EDUCATION IN 1980-81 BY THE DIFFERENT FUNDING AGENCIES



The following graph shows the percentage of the $12,516,262 in research grant monies that were awarded to Canadian faculties of education by each of the funding sources.

FIGURE 2.2

GRAPH SHOWING PERCENTAGES OF THE $12,516,262 IN RESEARCH GRANTS AWARDED TO 30 CANADIAN FACULTIES OF EDUCATION IN 1980-81 BY THE DIFFERENT FUNDING AGENCIES



It can be inferred from these data that a substantial amount of research and development activity is taking place in the faculties and also that faculty members are interested in participation in such projects. The data also show that SSHRC supports a relatively small amount of these activities. On closer inspection, it was found that the Atlantic provinces seemed to rely more heavily on SSHRC support than did either Central or Western Canadian faculties of education where provincial funding plays a more significant role. Such differences in source of support are probably one reason

why little effort is given to replicating research projects across Canada for the benefit of the nation as a whole.

Despite the figures revealed by our survey, the Deans continue to maintain that the research productivity and capacity of the faculties need to be increased substantially. For one thing, the 12.5 million dollars allocated to research and development is only a tiny proportion of the entire amount spent on Education in this country and consequently there is a real danger that the impact of the expenditures will be marginal at best. Second, since the 12.5 million dollars is not differentiated into research and development accounts, the actual expenditure on basic educational research is probably much less. Third, three institutions—O.I.S.E., Alberta and U.B.C.—accounted for 52.1 per cent and 63.7 per cent of the number and dollar values of the research contracts. Four, we encountered no evidence to show there were significant amounts of non-contractual education research being conducted in the faculties. Given these realities, there is substantial room and need for improvement.

Perceptions of the Deans About Internal Barriers To Faculty Productivity and Capacity

The results of our interviews led this committee to believe that two sets of barriers inhibit the participation of members of Canadian faculties of education in the Research Grants Program of SSHRC. One set is perceived to be created by SSHRC and is discussed in the next section. The other is internal to the faculties of education and includes the following reasons.

1. Many of the professors came to the faculties of education from the teachers' colleges. While these professors had expertise in teaching and in teacher training, and while many of them possess the doctorate and hold senior professorial ranks, few of them have the training and the experience necessary for effective participation in research.

Further, conditions of static or declining enrolments have prevented the faculties from adding many new well-trained faculty members who could form a nucleus of researchers. Consequently, in the opinions of the Deans, the older members of the faculties must be encouraged to develop their research skills.

2. The self-image of many faculty members has tended to downplay the role of researcher. The perception of the role of professor to many if not most teacher educators includes being a good teacher, an effective supervisor of student teachers, and a willing instructor in summer school continuing education activities. These activities are given first priority, and accomplishment of them leaves little time for the pursuit of research.
3. The education community in Canadian universities including many of the administrators has not accorded research the priority it deserved during the growth of our faculties of education, and during the last decade, educational research has not always received institutional rewards and support. Thus, many faculty members have not perceived that being the recipient of a research grant of the type awarded by SSHRC carries with it any positive impact on their career development.
4. Many faculties do not possess a research infra-structure which can aid in the development of a project. This is particularly true in those institutions who have few if any full-time graduate students or who have graduate students who are more concerned with developing skills in the areas of teaching and administration rather than in that of research. It is also rare for an institution to have a program which is designed to help young researchers develop their skills.

5. Finally, in most Canadian provinces, faculties of education are relatively recent and do not share the long history of established applied disciplines such as law and medicine. Without that tradition, the discipline of education has had to prove itself, and it must be realized that it is encountering certain difficulties in discovering and elaborating its own models.

In summary, then, the Deans perceive that a number of internal factors tend to inhibit the development of greater research productivity and capacity in the faculties. A number of recommendations to stimulate such development is offered in Chapter Three of this report.

Perceptions of the Deans About the Barriers that The Research Grants Program of SSHRC Offers to Scholars in Canadian Faculties of Education

This section contains a discussion of the perceptions that exist among the Deans about the criteria used by SSHRC in judging the merits of a research proposal. Other barriers are also listed but receive less attention.

The Criteria Barrier

In its Research Grants Program, SSHRC uses the following six criteria in judging the merits of a proposal:

(1) the scholarly significance of the project: originality, potential contribution to knowledge;

(2) where applicable, the social relevance or practical importance of the project;

(3) where applicable, the appropriateness and clarity of the theoretical approach;

(4) the soundness of the research plans;

(5) the competence of the applicant, and the suitability of his or her experience, and

(6) the appropriateness of the budget estimates.

Although the form which is used by the assessors breaks the criterion related to the budget into a number of different sub-items, it reduces the first five criteria to a more succinct list:

(1) Scholarly significance,

(2) Social or practical importance,

(3) Theoretical approach,

(4) Research plans, and

(5) Competence of the applicant.

At first glance, these criteria, expressed in either the longer or shortened form, would seem to be broad enough to cover the interests of the educational research community. However, the perception is widespread that unless the methodology and research design conforms to classical research paradigms, the chance for support is not very high. One Ontario Dean put it more succinctly: "If you are not into psychology or history, the pickings are slim."

The Deans of course are not opposed to either the concept of supporting excellence or of supporting research done in accordance with the canons of classical experimental design. And they are conscious too, that asking for a broader interpretation of the criteria to include applied educational research opens the educational research community to the potential charge that it is asking for support for mediocre or sloppy research. The Deans reject the charge, however, and argue that if significant educational problems are to be addressed, the operational definition of what constitutes educational research has to be broadened.

Our surveys and interviews with Deans indicated considerable interest in research which can lead to an improvement in educational practice. However, for apparently three major reasons, the perception exists that SSHRC criteria do not encourage studies which are in this vein. First, often such studies are perceived to be curriculum applications, and as one Western Dean commented, "As

soon as the word 'curriculum' appears, SSHRC disappears." Second, the studies will be of educational practices that occur in particular regions, and although the SSHRC criteria permit studies that will lead to findings of a generalizable nature, for many the perception exists that such studies will be caught up in federal-provincial jurisdictional and constitutional disputes thus leading to non-support. Finally, and perhaps most importantly, the perception exists that SSHRC, its officials, and the assessors it chooses are so wedded to classical and experimental research designs that a proposal which deviates from these is unacceptable. Whether or not the perception is accurate, it runs counter to a theme which we heard from all sections of Canada, but particularly in Western Canada. According to this emerging theme, educational practice is confounded by so many variables that when an experimental design is applied, so limited is the range of variables studied that all too often the research produces a finding of "no significant effects". It is further argued that the cause for such a result stems not so much from a weakness in the experimental design, but from inadequacies in the conceptualization of the problem. Consequently, we heard much talk about the need for more interaction between the educational research community and education practitioners so that better conceptualizations could emerge, that more sophisticated categories and concepts could be elaborated, and that more explicit relationships among such concepts could be hypothesized. A need for "paradigm shifts" was expressed to us frequently as was the need for more ethnographic studies, for more inductive studies, for greater variety in data collecting techniques, and for more detailed and accurate descriptive data of educational practice. However, we were told frequently by the Deans that such studies while essential were not likely receive SSHRC support.

The published criteria of SSHRC, it could be argued, do not exclude such studies. By stating, which the criteria do, that a study should have "scholarly significance", "social or practical importance" or a "theoretical approach", SSHRC's formal criteria seem to cover all the areas described above. However, the perception is widespread that studies of the kinds described in the last paragraph will not receive support which means that potential applicants do not send proposals to SSHRC. Such a state of affairs is particularly unfortunate since it means that the application of scholarship to the most pressing educational needs of the country is denied significant support from the principal national body supporting educational research.

How then to counter the perception? One alternative encountered by our committee was that SSHRC's current procedures be completely scrapped. Our understanding of these procedures is that a project is classified into one of the eleven subfields (Adult Education, Early Childhood, Counselling, Curriculum, Administration, Foundations, Psychology, Pedagogy, Tests and Measurement, Special Education, and Teacher Training) following which the six criteria listed earlier in this section are applied by the assessors. According to one submission we received, the only way to influence SSHRC-sponsored educational research to examine significant questions about educational practice was to abandon the above system altogether. Instead would be developed a classification system based on such categories as "classical research", "research and development projects", "methodological studies" and "model clarification" with the specific criteria for each category to be developed collaboratively between SSHRC and the educational research community.

Although the intent of such a radical change was to make SSHRC more attractive to scholars seeking alternative ways of studying educational phenomena, and although this alternative found favour with some members of

our review team, its implementation would run counter to the entire set of procedures which SSHRC has generated for its Research Grants Program. Moreover, we are not convinced that a better informed educational research community could not use the existing criteria. Consequently, our recommendations which will be listed in the next chapter refrain from requesting a complete revision of the SSHRC criteria.

The Other Barriers

Although the assessment criteria and the perceptions of how they are applied were seen by our respondents as the most important of the SSHRC barriers, others were also brought to our attention.

1. Too often, assessors are chosen from fields other than education, and these scholars are not aware of the difficulties associated with the research of significant educational questions. In particular, it is felt that many assessors neither understand nor appreciate the research problems of an applied discipline.
2. Some of SSHRC's procedures do not encourage educational scholars to submit proposals. The most important of these is the time lag between the application date and the reception of the monetary award if the application is approved. For too many, this lag is perceived to be very much longer than is the case with American granting agencies for example. Such a time line is perceived to carry with it significant risk since the chance for reception of an award is not particularly high. Finally, in a few cases, we heard claims that the expenditure control systems were irksome and rigid as compared to those used by other agencies.

3. Some Francophones allege that their applications are judged by criteria which don't sufficiently take into account their cultural and linguistic frames of reference.
4. In certain quarters we heard it alleged that the further away one is from Ottawa, the more difficult it is to obtain SSHRC support.

Perceived Reasons For Low Participation Rates in SSHRC Programs Other Than the Research Grants Program

Chapter One of the report revealed that the participation rate of educational scholars in the Leave Fellowships Program of SSHRC is low. This section contains the reasons offered by the Deans to explain this as well as a comment on the lack of faculty participation in other SSHRC programs.

1. Doctoral leave fellowships are not perceived to meet the needs of a significant proportion of the education professoriate. Most of the current faculty members either possess a doctorate or have little desire to obtain one since they are older, tenured and settled into their career patterns. It is unlikely that the participation rate in this program will increase in the near future.
2. Sabbatical Leave Fellowships seem not to attract more interest for two specific reasons in addition to those factors which tend to inhibit research generally in the faculties. First, large numbers of professors seem not to be aware of them although we did encounter institutions in which they are widely publicized. Second, some professors feel that Council decisions in the past have been arbitrary, and this feeling is disseminated when cases are uncovered in which individuals, acknowledge by their colleagues as being capable researchers, have had their applications rejected.

The questionnaires also revealed that seven faculties reported that they had applied to SSHRC for funds to sponsor a conference, and all seven reported that their applications had been successful. Three of the five faculties who sought support for a program of collaboration with foreign scholars were successful as were eight of the twelve faculties who applied for support to participate in international conferences. Only one institution received grants in all categories. The reason for the low number of applications seems simply to be that very few members, including Deans, of the educational community know about these programs.

CHAPTER THREE

RECOMMENDATIONS

It is acknowledged by the Deans that faculties of education have a responsibility to develop the research capacity of their members and to improve the quality of research in education. However, the Deans realize that other agencies have responsibilities in these areas as well. In particular, the faculties of education and their personnel recognize that the Social Sciences and Humanities Research Council includes both purposes in its mandate. This chapter proposes a number of recommendations which are designed to enable SSHRC and the education community to address both problems. Included also is the cost of these recommendations if they were to be implemented in the 1982-83 fiscal year of Council.

Educational Research as a National Concern

The Deans recognize that constitutionally, education is a matter of provincial jurisdiction. Yet there are numerous issues whose importance transcends provincial boundaries and whose solution requires considerable research effort. The application of systematic and sustained study to such questions as literacy, numeracy, aging, technological growth, the education of peoples of native ancestry, correctional education, and the education of the exceptional child, we are convinced, will lead to improved educational practice. However, as the data in the two preceding chapters of this report show, the faculties of education have significant room for improvement in their examination of such matters and indeed, in their capacity to tackle such problems.

As a first step in rectifying the situation, the following recommendation is made.

1. IT IS RECOMMENDED THAT EDUCATION BE IDENTIFIED BY COUNCIL AS AN AREA WHOSE DEVELOPMENT IS IN THE NATIONAL INTEREST.

The Deans are not convinced that provincial authorities would have serious objections to Council's support of research which could conceivably have implications for educational practice in their jurisdictions. However, as a safeguard to prevent potential difficulties from occurring, the following recommendation is offered.

2. IT IS RECOMMENDED THAT COUNCIL DEVELOP PROCEDURES WHEREBY APPLICANTS FOR RESEARCH GRANTS CAN DEMONSTRATE THAT PROVINCIAL MINISTRIES OF EDUCATION OF THE JURISDICTIONS IN WHICH THE RESEARCH IS TO BE CONDUCTED ARE NOT OPPOSED TO COUNCIL'S SUPPORT OF THE PROPOSED PROJECT.

Consultation of Council with the Education Community

Data collected in the course of this study indicate that there is a very low amount of input from the education community into SSHRC deliberations. While we respect the representative nature of Council's governing bodies, we feel that the issues raised in this report are of such importance that a more formal linkage of the educational research community and Council is desireable.

There are many areas which would benefit from a greater linkage. First, as was seen in Chapter Two, there is a veritable consensus among the Deans that a broader definition of research than that which seems to prevail in Council is needed. While we think that "the systematic study of significant questions concerning the phenomena of education" is a useful beginning, we feel that an appointed committee whose purpose was to advise Council on educational research would be able to develop the definition in useful terms.

Chapter Two clearly indicates that SSHRC programs require much greater publicity in the education community than they now receive. The lack of knowledge about SSHRC programs among potential education researchers who might qualify as applicants is extraordinary. This is in part a function of the publicity mechanisms used by Council and in part a function of the lack of understanding of these programs by those who manage educational organizations, namely the Deans of Education. Again, we feel that an advisory committee could be helpful in increasing the awareness of potential applicants.

It is also clear among Deans of Education that there is grave concern over the nature of the assessor pool being used by Council to assess education proposals. We would recommend that the assessor base be drawn from other than the more traditional disciplines of psychology, history, and sociology. It is imperative that the assessors understand the applied nature of many of the problems which are proposed for research funding. Further, they must understand the Canadian educational milieu. We feel that the assessor base must be drawn from a national as opposed to international milieu because of the particular nature of Canadian education. Finally, it is recommended that at least one-third of the panel be francophone as there is a strong suspicion that the cultural aspects of many of the research proposals coming from the francophone community are not fully understood by assessors who do not come from that cultural background. An advisory committee could provide useful input to Council on this matter.

In urging council to identify the development of Education as a national priority, we are conscious that several techniques are available. One such is a Strategic Grants Program in support of special educational themes. Although we did encounter requests for such themes it is the position of our committee that such themes should be the result of a broadly

based consultative process. In this area as well, the proposed advisory committee could be helpful.

3. IT IS RECOMMENDED THAT SSHRC APPOINT A STANDING ADVISORY COMMITTEE ON EDUCATIONAL RESEARCH TO ADVISE COUNCIL ON SUCH MATTERS AS
   (A) OPERATIONAL DEFINITIONS OF EDUCATIONAL RESEARCH,
   (B) APPROPRIATE CRITERIA TO BE APPLIED IN THE ASSESSMENT OF EDUCATION PROPOSALS,
   (C) THE COMPOSITION OF THE ASSESSOR POOL,
   (D) MECHANISMS FOR MAKING SSHRC PROGRAMS BETTER KNOWN TO THE EDUCATION COMMUNITY, AND
   (E) THEMES FOR STRATEGIC GRANTS.

4. IT IS RECOMMENDED THAT THIS STANDING ADVISORY COMMITTEE ON EDUCATIONAL RESEARCH BE BROADLY REPRESENTATIVE OF THE TWO BILINGUAL AND BICULTURAL GROUPS, OF THE DIFFERENT REGIONS OF CANADA, AND OF THE DIFFERENT TYPES OF EDUCATION INSTITUTIONS THAT ARE FOUND IN THIS COUNTRY.

5. IT IS RECOMMENDED THAT THE LIST FROM WHICH RESEARCH PROPOSAL ASSESSORS ARE SELECTED BE COMPRISED OF CANADIAN SCHOLARS WHO WORK IN THE FIELD OF EDUCATION.

6. IT IS RECOMMENDED THAT THE LIST FROM WHICH RESEARCH PROPOSAL ASSESSORS ARE SELECTED BE COMPRISED OF CANADIAN SCHOLARS AT LEAST ONE-THIRD OF WHOM ARE FRANCOPHONE.

7. IT IS RECOMMENDED THAT DURING ITS 1982-83 FISCAL YEAR, COUNCIL CO-SPONSOR WITH THE CANADIAN ASSOCIATION OF DEANS OF EDUCATION A CONFERENCE OF THE DEANS OF EDUCATION TO MAKE

THE RESULTS OF COUNCIL'S CONSULTATIVE EFFORT BETTER KNOWN, TO MAKE SSHRC PROGRAMS BETTER KNOWN, AND TO GENERATE MECHANISMS WHICH WILL LEAD TO AN INCREASE IN THE PARTICIPATION RATES OF EDUCATION SCHOLARS IN SSHRC PROGRAMS.

Developing Research Capacity

Thus far, we have argued that educational research is an area whose development is in the national interest. We turn now to the development of a number of programs that are designed to stimulate the development of educational research capacity. As was seen in Chapter Two, because the education community has not been able to hire a cadre of well-trained researchers in recent years and because most professors in Canadian faculties of education settled into their careers at a time when research was not accorded the priority it deserved, our recommendations are largely aimed at increasing the capacity of our existing faculty members.

8. IT IS RECOMMENDED THAT 50 AWARDS OF UP TO $5000 IN VALUE BE PROVIDED ANNUALLY AS SEED MONEY TO INEXPERIENCED RESEARCHERS TO ENABLE THEM TO ESTABLISH A RESEARCH TRACK RECORD.

9. IT IS RECOMMENDED THAT 20 RESEARCH FELLOWSHIPS BE INSTITUTED ANNUALLY TO ENABLE YOUNG OR INEXPERIENCED RESEARCHERS TO GAIN THE REQUISITE RESEARCH EXPERIENCE IN THOSE INSTITUTIONS WHERE CRITICAL MASSES OF EDUCATIONAL RESEARCHERS NOW EXIST.

10. IT IS RECOMMENDED THAT 10 RETRAINING GRANTS BE AWARDED ANNUALLY TO APPLICANTS FROM THE EDUCATION COMMUNITY.

11. IT IS RECOMMENDED THAT RESIDENTIAL, TRAINING SESSIONS ON TOPICS DESIGNED TO UPGRADE THE RESEARCH CAPACITY OF THE CANADIAN EDUCATIONAL RESEARCH COMMUNITY BE CONDUCTED DURING THE SUMMER.

    (A) IT IS RECOMMENDED THAT SUCH SESSIONS LAST FROM TWO WEEKS TO A MONTH.

    (B) IT IS RECOMMENDED THAT SUCH SESSIONS BE SUPPORTED IN PART BY SSHRC AND MATCHED BY FUNDS FROM THE UNIVERSITIES OR INDIVIDUAL FACULTY MEMBERS.

In the past, Council has shown that it recognizes the problems of scholars in small universities. The Deans are pleased with SSHRC's recent initiative of making it possible for small universities to receive an annual award of $25,000 for suitable and meritorious projects. Two other initiatives deserve further attention from Council.

12. IT IS RECOMMENDED THAT COUNCIL ESTABLISH MECHANISMS WHICH LEAD TO THE ESTABLISHMENT OF CONSORTIA FOR RESEARCH ON SELECTED EDUCATIONAL THEMES AMONG THE SMALLER UNIVERSITIES OF A PARTICULAR REGION.

13. IT IS RECOMMENDED THAT FIVE POST-DOCTORAL FELLOWSHIPS BE AWARDED ANNUALLY TO QUALIFIED APPLICANTS WHO INTEND TO PURSUE THEIR PROJECTS AT FACULTIES OF EDUCATION IN SMALL UNIVERSITIES.

The Role of Non-University Researchers

As Deans of the faculties of education, our primary concern is for the development of our faculty members. However, we are well aware that there are qualified researchers in teacher federations, in the central offices of school boards, in research institutes, and in provincial departments of education. To the extent that proposals received from such individuals are consistent with (1) the definition of educational research that is to be developed by SSHRC following its consultation with an advisory committee on educational research and (2) the criteria normally used by SSHRC, we believe that these individuals should be encouraged to participate both in the Research Grants Program of SSHRC and in any new Strategic Grants Program which Council develops for Education. It is our belief that the generation of quality educational research from whatever source is something from which the entire nation can benefit.

14. IT IS RECOMMENDED THAT QUALIFIED NON-UNIVERSITY RESEARCHERS BE ELIGIBLE FOR PARTICIPATION IN THE RESEARCH GRANTS PROGRAM OF SSHRC AND IN ANY NEW STRATEGIC GRANTS PROGRAM WHICH COUNCIL DEVELOPS FOR EDUCATION.

Cost of the Recommendations in the 1982-83 Fiscal Year of Council

If all the recommendations concerning the development of research capacity in education were implemented by Council in its 1982-83 fiscal year, the total cost would be $1,125,000 which would be allocated in the following manner.

TABLE 3.1

TABLE SHOWING THE COST TO SSHRC IF CADE'S RESEARCH CAPACITY RECOMMENDATIONS ARE IMPLEMENTED IN THE 1982-83 FISCAL YEAR

	Item	Amount
1.	Seed Money for Inexperienced Researchers: 50 Awards Valued at $5000 each	$ 250,000
2.	Conference for Deans Concerning Ways and Means of Promoting Educational Research: SSHRC to Fund 50 per cent of the Conference	15,000
3.	Research Fellowships to be Awarded to Young or Inexperienced Scholars and to be held in Institutions where Critical Masses of Educational Researchers now Exist: 20 Fellowships Valued at $18,000 each	360,000
4.	Two Week Summer Residential Training Session: SSHRC to Fund 50 per cent	40,000
5.	Ten Retraining Grants Valued at $35,000 each	350,000
6.	Consortia of Small Universities: SSHRC Funding of Prototype	20,000
7.	Five Post-Doctoral Fellowships to be held at Small Universities Valued at $18,000 each	90,000
	TOTAL	$1,125,000

To summarize, we make the following recommendation.

15. IT IS RECOMMENDED THAT SSHRC ALLOCATE $1,125,000 IN 1982-83 TO PROGRAMS DESIGNED TO IMPROVE THE RESEARCH CAPACITY OF THE EDUCATIONAL COMMUNITY.

Conclusion

In summary, education must be accorded the status of a national priority by Council. SSHRC must broaden its definition of appropriate research in applied disciplines such as Education but in so doing must look to the educational community for guidance as to how appropriate assessment criteria might be identified and implemented so that the quality of research sponsored by SSHRC is not compromised. It is clear that we must meet similar standards to those of our colleagues in other disciplines. It is equally clear however, that some forms of national assistance such as those suggested in this report are required in upgrading our capacity to participate and compete for those funds. It is also recognized that large numbers of educational issues cross provincial boundaries and hence can be regarded as of national research importance. The recommendations contained in this report are but beginning steps in the process of increasing research capability, participation and quality of educational research in this country. It is a process which will take a number of years to achieve.

APPENDIX A

QUESTIONS ASKED IN THE PILOT STUDY

1. What kinds of educational research are occurring in your faculty?

   Probe: In each general category, what kinds of objectives are being pursued? (e.g. Learning Development Materials).

2. How much of each category is going on in your faculty?

3. What percentage is funded directly by SSHRC?

   (a) Do you see any trend toward research funding going to non-University agencies?

4. What criteria seem to be applied to SSHRC applications?

5. What criteria ought to be applied to SSHRC applications?

   (a) What areas of research do you feel that SSHRC should stay away from?

6. Why don't more of your faculty members apply for

   (a) SSHRC research funding?

   (b) SSHRC leave fellowships?

7. Do you make use of Post-Doctoral Fellowships?

APPENDIX B

QUESTIONNAIRE SENT TO FACULTIES OF EDUCATION

THE 1980-81 SURVEY OF FUNDED EDUCATIONAL RESEARCH CONDUCTED BY MEMBERS OF FACULTIES OF EDUCATION IN CANADIAN UNIVERSITIES

Please complete and return by July 1 to
John J. Stapleton
Dean
Faculty of Education
Lakehead University
Oliver Road
Thunder Bay, Ontario
P7B 5E1

1. CHARACTERISTICS ABOUT FACULTY MEMBERS IN 1980 (July 1, 1980 - June 30, 1981)

a) Number of full time faculty members _____

b) Number of full time faculty members holding Ph. D. or equivalent _____

c) Number of full time faculty members holding a tenured appointment _____

d) Number of full time faculty members of age 45 or greater _____

e) Where applicable, the number of full time faculty members at each of the following ranks

i. professor _____
ii. associate professor _____
iii. assistant professor _____
iv. lecturer _____
v. other _____

2. PROGRAMS OFFERED AND FULL TIME EQUIVALENT ENROLMENTS IN 1980-81

PROGRAM	NO	YES	FULL TIME EQUIVALENT ENROLMENT
a) Pre-Service Teacher Education Program(s)	___	___	_____
b) Graduate Program			
i. Master's Degree Program(s)	___	___	_____
ii. Doctoral Degree Program(s)	___	___	_____

3. ACADEMIC LEAVE FELLOWSHIPS HELD IN 1980-81

a) The number of your full time faculty members who had academic leave during all or part of the 1980-81 academic year _____

b) The number of your full time faculty members whose academic leave was supported by a leave fellowship from SSHRC _____

How does this number compare with an average year in your faculty?

i. Higher than an average year? _____
ii. About the same as an average year? _____
iii. Lower than an average year? _____

c) The number of your full time faculty members who applied for a 1981-82 SSHRC academic leave fellowship during 1980-81 _____

How does this number compare with an average year in your faculty?

i. Higher than an average year? _____
ii. About the same as an average year? _____
iii. Lower than an average year? _____

4. PH. D. FELLOWSHIP LEAVES HELD IN 1980-81

a) The number of your faculty members who held SSHRC sponsored Ph. D. Fellowship Leaves during 1980-81 _____

b) The number of your faculty members who applied during 1980-81 for a 1981-82 Ph. D. Fellowship Leave _____

c) The number of your students who held SSHRC Fellowships during 1980-81 _____

5. FACULTY PARTICIPATION IN SSHRC PROGRAMS OTHER THAN FELLOWSHIPS AND RESEARCH GRANTS IN 1980-81

a) Did your Faculty apply in 1980-81 to SSHRC for money to sponsor a conference?

i. Yes _____
ii. No _____
iii. Don't Know _____

If you answered Yes, did you receive money?

i. Yes _____
ii. No _____

b) **Did your Faculty apply in 1980-81 for money to promote collaboration with scholars from other countries?**

i. Yes _____
ii. No _____
iii. Don't Know _____

If you answered Yes, did you receive money?

i. Yes _____
ii. No _____

c) **Did any of your faculty members apply in 1980-81 to receive money so as to participate in an international conference or in meetings of an international organization?**

i. Yes _____
ii. No _____
iii. Don't Know _____

If you answered Yes, did you receive money?

i. Yes _____
ii. No _____

6. Would you list all the research grants obtained by members of your faculty during 1980-81? Even though we are asking you to provide the names of your researchers, these will not of course be used in our report.

Three examples are provided to give you an example of the information we are seeking to help us make a statement about the extent of research activity in the Faculties of Education.

TITLE OF PROJECT	AMOUNT OF GRANT	SPONSORING AGENCY	NAMES OF INVESTIGATORS	DO INVESTIGATORS HAVE DOCTORATE?
A Learning Materials Booklet for Native Children	1200	Provincial Ministry of Education	1.D. Smith 2.H. Linklater	Yes No
A Study of Noon Hour Supervision Problems in a City's Elementary Schools	6000	Local School Board	1.J. Miller	Yes
Research on Change in Teacher Training Institutions in Canada	27207	SSHRC	1.M.Fullan 2.(Member from other institution)	Yes Yes
1.				
2.				
3.				

7. Are there any comments you would like to make about Education's participation in the programs of the Social Science's and Humanities Research Council, or about methods the Council might employ to increase the research capacity of our faculties?

APPENDIX C

A LIST OF INSTITUTIONS FROM WHOM QUESTIONNAIRE RESPONSES WERE OBTAINED

Acadia University
University of Alberta
Atlantic Institute of Education
Bishop's University
University of British Columbia

Brock University
University of Calgary
Dalhousie University
Lakehead University
University of Lethbridge

Université de Moncton
Université de Montréal
Mount St. Vincent University
University of New Brunswick
Ontario Institute for Studies in Education

University of Ottawa
Université du Québec à Hull
Université du Québec à Montréal
I.N.R.S.
Queen's University

University of Regina
St. Francis Xavier University
Saint Mary's University
St. Thomas University
Simon Fraser University

University of Toronto
University of Victoria
University of Western Ontario
University of Windsor
York University

APPENDIX D

QUESTIONS ASKED OF DEANS IN INTERVIEW PHASE OF THIS STUDY

1. Have you completed the questionnaire concerning the extent of funded research conducted in your faculty/school/department/institute during 1980-81?

2. Describe the level and type of funded research taking place in your faculty.

3. Describe the level and type of non-funded scholarship taking place in your faculty.

4. How many of your faculty have the capacity to engage in the types of research identified in Questions 2 and 3?

5. How many of your faculty have applied in 1980/81 for grants from
   (a) federal agencies other than SSHRC?
   (b) provincial agencies?
   (c) private foundations?
   (d) teacher organizations?
   (e) trustee organizations?
   (f) school boards?
   (g) university funds?
   (h) other?

6. What criteria seem to be applied to SSHRC applications?

7. What criteria ought to be applied to SSHRC applications?

8. Why don't more of your faculty members apply for
   (a) SSHRC Ph.D. Fellowships?
   (b) SSHRC Leave Fellowships?
   (c) SSHRC Research Grants?
   (d) money to host SSHRC sponsored conferences?
   (e) money to participate in international conferences or organizations?
   (f) money to promote collaboration with scholars from other countries?

9. What barriers prevent more faculty members from engaging in educational research?

10. What strategies do you suggest to increase research capacity, particularly federally funded research?
    (a) Should special research grants be made available to younger academics as seed money?

11. (a) What ought to be the objectives of educational research in this country?
    (b) What ought to be the objectives of educational research in your faculty?

APPENDIX E

SUMMARY OF RECOMMENDATIONS

1. IT IS RECOMMENDED THAT EDUCATION BE IDENTIFIED BY COUNCIL AS AN AREA WHOSE DEVELOPMENT IS IN THE NATIONAL INTEREST.

2. IT IS RECOMMENDED THAT COUNCIL DEVELOP PROCEDURES WHEREBY APPLICANTS FOR RESEARCH GRANTS CAN DEMONSTRATE THAT PROVINCIAL MINISTRIES OF EDUCATION OF THE JURISDICTIONS IN WHICH THE RESEARCH IS TO BE CONDUCTED ARE NOT OPPOSED TO COUNCIL'S SUPPORT OF THE PROPOSED PROJECT.

3. IT IS RECOMMENDED THAT SSHRC APPOINT A STANDING ADVISORY COMMITTEE ON EDUCATIONAL RESEARCH TO ADVISE COUNCIL ON SUCH MATTERS AS
   (A) OPERATIONAL DEFINITIONS OF EDUCATIONAL RESEARCH,
   (B) APPROPRIATE CRITERIA TO BE APPLIED IN THE ASSESSMENT OF EDUCATION PROPOSALS,
   (C) THE COMPOSITION OF THE ASSESSOR POOL,
   (D) MECHANISMS FOR MAKING SSHRC PROGRAMS BETTER KNOWN TO THE EDUCATION COMMUNITY, AND
   (E) THEMES FOR STRATEGIC GRANTS.

4. IT IS RECOMMENDED THAT THIS STANDING ADVISORY COMMITTEE ON EDUCATIONAL RESEARCH BE BROADLY REPRESENTATIVE OF THE TWO BILINGUAL AND BICULTURAL GROUPS, OF THE DIFFERENT REGIONS OF CANADA, AND OF THE DIFFERENT TYPES OF EDUCATION INSTITUTIONS THAT ARE FOUND IN THIS COUNTRY.

5. IT IS RECOMMENDED THAT THE LIST FROM WHICH RESEARCH PROPOSAL ASSESSORS ARE SELECTED BE COMPRISED OF CANADIAN SCHOLARS WHO WORK IN THE FIELD OF EDUCATION.

6. IT IS RECOMMENDED THAT THE LIST FROM WHICH RESEARCH PROPOSAL ASSESSORS ARE SELECTED BE COMPRISED OF CANADIAN SCHOLARS AT LEAST ONE-THIRD OF WHOM ARE FRANCOPHONE.

7. IT IS RECOMMENDED THAT DURING ITS 1982-83 FISCAL YEAR, COUNCIL CO-SPONSOR WITH THE CANADIAN ASSOCIATION OF DEANS OF EDUCATION A CONFERENCE OF THE DEANS OF EDUCATION TO MAKE THE RESULTS OF COUNCIL'S CONSULTATIVE EFFORT BETTER KNOWN, TO MAKE SSHRC PROGRAMS BETTER KNOWN, AND TO GENERATE MECHANISMS WHICH WILL LEAD TO AN INCREASE IN THE PARTICIPATION RATES OF EDUCATION SCHOLARS IN SSHRC PROGRAMS.

8. IT IS RECOMMENDED THAT 50 AWARDS OF UP TO $5000 IN VALUE BE PROVIDED ANNUALLY AS SEED MONEY TO INEXPERIENCED RESEARCHERS TO ENABLE THEM TO ESTABLISH A RESEARCH TRACK RECORD.

9. IT IS RECOMMENDED THAT 20 RESEARCH FELLOWSHIPS BE INSTITUTED ANNUALLY TO ENABLE YOUNG OR INEXPERIENCED RESEARCHERS TO GAIN THE REQUISITE RESEARCH EXPERIENCE IN THOSE INSTITUTIONS WHERE CRITICAL MASSES OF EDUCATIONAL RESEARCHERS NOW EXIST.

10. IT IS RECOMMENDED THAT 10 RETRAINING GRANTS BE AWARDED ANNUALLY TO APPLICANTS FROM THE EDUCATION COMMUNITY.

11. IT IS RECOMMENDED THAT RESIDENTIAL, TRAINING SESSIONS ON TOPICS DESIGNED TO UPGRADE THE RESEARCH CAPACITY OF THE CANADIAN EDUCATIONAL RESEARCH COMMUNITY BE CONDUCTED DURING THE SUMMER.
    (A) IT IS RECOMMENDED THAT SUCH SESSIONS LAST FROM TWO WEEKS TO A MONTH.
    (B) IT IS RECOMMENDED THAT SUCH SESSIONS BE SUPPORTED IN PART BY SSHRC AND MATCHED BY FUNDS FROM THE UNIVERSITIES OR INDIVIDUAL FACULTY MEMBERS.

12. IT IS RECOMMENDED THAT COUNCIL ESTABLISH MECHANISMS WHICH LEAD TO THE ESTABLISHMENT OF CONSORTIA FOR RESEARCH ON SELECTED EDUCATIONAL THEMES AMONG THE SMALLER UNIVERSITIES OF A PARTICULAR REGION.

13. IT IS RECOMMENDED THAT FIVE POST-DOCTORAL FELLOWSHIPS BE AWARDED ANNUALLY TO QUALIFIED APPLICANTS WHO INTEND TO PURSUE THEIR PROJECTS AT FACULTIES OF EDUCATION IN SMALL UNIVERSITIES.

14. IT IS RECOMMENDED THAT QUALIFIED NON-UNIVERSITY RESEARCHERS BE ELIGIBLE FOR PARTICIPATION IN THE RESEARCH GRANTS PROGRAM OF SSHRC AND IN ANY NEW STRATEGIC GRANTS PROGRAM WHICH COUNCIL DEVELOPS FOR EDUCATION.

15. IT IS RECOMMENDED THAT SSHRC ALLOCATE $1,125,000 IN 1982-83 TO PROGRAMS DESIGNED TO IMPROVE THE RESEARCH CAPACITY OF THE EDUCATION COMMUNITY.